# Intereach Children's Services
# Relationships with Children Policy

| Applies to | Intereach Family Day Care (FDC) and Intereach Out Of School Hours (OOSH) | | | |
|---|---|---|---|---|
| Definitions | Refer to Schedule of Definitions: *Approved Provider, children's agency, Nominated Supervisor and Educational Leader* | | | |
| Version | 2.0 | **Date approved** | 8/9/2022 | **Next review date** 8/9/2025 |

## 1. Policy Statement

Intereach, as the Approved Provider, supports the development of responsive, warm, trusting and respectful relationships with children that promote their wellbeing, self-esteem, sense of security and belonging.

Research has shown that:

- relationships are central to children developing acceptance, self-esteem and higher functioning thinking skills that contribute to positive learning and life outcomes; and,
- from birth, safe and secure relationships allow children to explore their environments and engage in play and learning.

A sense of connection with others will support the development of a child's identity and social and emotional competence, therefore service educators will employ a range of everyday opportunities such as play, educational activities, routines, and interactions to build a rapport with the children in their care.

## 2. Objective

### 2.1. Respectful and equitable relationships are maintained with each child.

Educators will:

- develop meaningful interactions that are warm, caring and responsive;
- build connections and maintaining them over time, so children are more likely to feel a sense of security, well-being and belonging;
- build positive relationships with children to:
  - help children feel secure, freeing them to explore, play and learn; and
  - offer opportunities for children to learn how to interact with others, respect others' rights, be appropriately assertive and caring.
- fostering appropriate, trustworthy relationships with adults and peers who can help them;
- building awareness, skills and knowledge to recognise unsafe situations and raise concerns;
- create opportunities to have social interactions that are meaningful, these will be both planned and spontaneous social interactions;
- use these interactions with children to acknowledge that each child has their own individual abilities and needs. Educators are respectful of this knowledge and ensure every child feels included and secure; and,
- create environments that are set up in a way that reflects every child, their family and community.

### 2.2. Each child is supported to build and maintain sensitive and responsive relationships.

Educators will:

- support children to develop social competence and the ability to interact with others with care, empathy and respect;

- recognise that social competence is the foundation that allows children to understand and self-regulate their own emotions and negotiate their interactions with others;

- offer opportunities for children to learn how to interact with others: respect others' rights, be appropriately assertive, show caring, negotiate and resolve conflicts;

- implement positive approaches to guiding children's behaviour, in a way that promotes each child's rights, dignity and agency at all times; and,

- use guidance strategies and practices that support the needs of individual children, acknowledge possible reasons for behaviour and engage children to contribute to their own pro-social solutions. These strategies and practices will support children to acquire new skills and understandings to move towards positive (pro-social) behaviour.

## 3. Responsibilities

In all education and care environments, the Approved Provider, Nominated Supervisor and Educational Leader are responsible for supporting educators' relationships with children are responsive, warm, trusting and respectful.

Educators will encourage each child to develop confidence in their ability to express themselves, work through differences, engage in new experiences and take calculated risks. Educational leaders, co-ordinators and educators at each service will adopt a positive, strengths-based approach to guiding children's behaviour which will empower children to regulate their own behaviour and develop the skills needed to interact and negotiate effectively with others. Educators will role model appropriate behaviours and provide children with guidance so they can learn to socialise appropriately with others and manage their feelings and behaviours.

## 4. National Quality Framework

| Standard / Elements | Concept | Descriptor |
|---|---|---|
| 5.1 | Relationships between educators and children | Respectful and equitable relationships are maintained with each child |
| 5.1.1 | | Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included. |
| 5.1.2 | | The dignity and rights of every child are maintained. |
| 5.2 | Relationships between children | Each child is supported to build and maintain sensitive and responsive relationships. |
| 5.2.1 | | Children are supported to collaborate, learn from and help each other. |
| 5.2.2 | | Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts. |

## 5. Context

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| **5.1. Standards or other external requirements** | Australian Children's Education and Care Quality Authority (2017). *National Quality Standards* | |
| | Australian Children's Education and Care Quality Authority (2017). Guide to the National Quality Framework | |
| | Early Childhood Australia (2016). Code of Ethics | |
| | Child Safe Standards Victoria | |
| | Child Safe Standards NSW | |
| **5.2. Legislation or other requirements** | Education and Care Services National Regulations consolidated 2017 | |
| | Education and Care Services National Law Act 2010 | |
| **5.3. Internal documents** | Interactions with Children Procedure | |
| | Positive Behaviour Guidance Procedure | |

## 6. Document control

| Version | Date approved | Approved by | Next review date |
|---|---|---|---|
| 1.0 | 12/11/2019 | Senior Leadership Governance Group | 12/11/2022 |
| 2.0 | 8/9/2022 | Quality Governance Group | 8/9/2022 |